Enhancing Education Through Technology (EETT)
Competitive Sub-grant Application Assurance Sheet

Project Title: Teaching With The 3Rs Amount of Request: $ 63,380
District Name (Fiscal Agent for Consortiums): Kellogg Joint SD Number: 391
Please list the school name, and indicate whether it is a targeted school or a partner school and certify the CIPA compliance for all participating schools within the project:

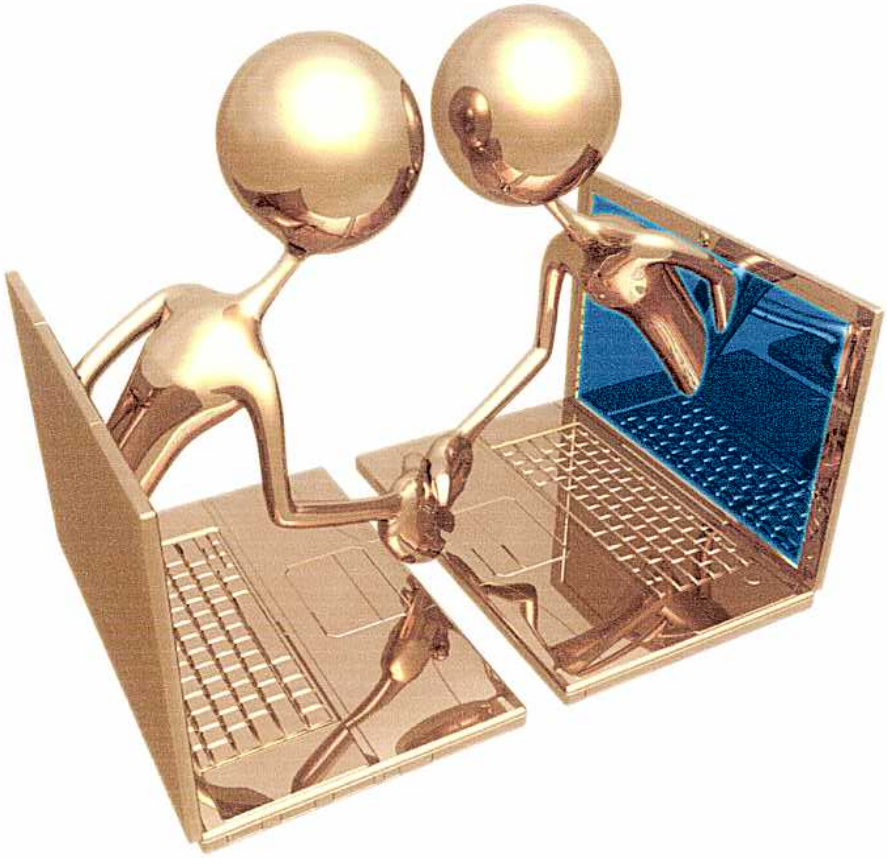
Dist. # or 'P' for Private School	School Name	This school is a targeted school 'T' or a partner school 'P'.	This school is in compliance with the CIPA as outlined on page 3 of the guidance document.
391	Kellogg High School	T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO
		T P	YES NO

By signing below, I certify that we have contacted the charter and private schools in our area about participation in this grant and that we have an approved technology plan on file with the Idaho State Department of Education.

Superintendent Name (print) Sandra Pommerening	E-mail Sandra.pommerening@ksd391.org	Telephone 784-1348
Signature Sandra Pommerening		
District Technology Coordinator Name(print) Simon Miller	E-mail Simon.Miller@ksd391.org	Telephone
Signature Simon Miller		
Project Director Name – *if different than District Technology Coordinator* (print) Tina Brackebusch Amy Miller	E-mail tina.Brackebusch@ksd391.org amy.Miller@ksd391.org	Telephone 784-1371
Signature Tina Brackebusch Amy Miller		

KELLOGG SCHOOL DISTRICT #391

TEACHING WITH THE 3 RS:
RELEVANCE/RELATIONSHIPS/RIGOR



Enhancing Education Through Technology

2008-2009 Grant Proposal

Joint School District #391
Kellogg, Idaho
Sub Grant Application

Teaching With the 3 Rs

Grant Abstract

Project Description

When addressing educators at the August 2008 opening district-wide meeting, Kellogg School District Superintendent, Sandra Pommerening, challenged staff to approach instruction with the 3Rs (relevance, rigor and relationships). This grant will allow Language Arts teachers at Kellogg High School to include these 3Rs in our continued endeavor to improve student achievement in reading and writing. Kellogg School District #391 is committed to meeting stringent academic goals which include improving student writing across all disciplines and increased demand for computer literacy among its students; therefore, this is a proposal to purchase technology and provide professional development to improve student achievement. This grant will purchase 3 Computers equipped with Extenda X300 Virtual Terminal Devices, 4 LCD Projectors, 4 Smartboards, 30 Student Response Clickers; Language Arts Software, Edublog web hosting subscription and provide valuable professional development.

Educational Need

Kellogg School District #391 is located in the Silver Valley of North Idaho which has endured economic struggles for the past three decades. Over 48% of the district student population qualifies for free or reduced lunch. Students completed a recent technology questionnaire with predictable results. 22% of the students surveyed do not have computer access at home. 65% of students surveyed responded that they do not have adequate opportunities to use school computers for assigned school work. Kellogg High School currently has an enrollment of 430 students, grades 9-12, with one combined media center/library to service the entire student population. This computer lab is equipped with 28 student computers which have basic software programs as well as Internet capabilities. Lab time is shared by the entire staff and limited by the administration of the ISAT test. Due to required testing schedules, **for roughly two months each school year, students are unable to utilize the computers in the lab. Individual classrooms do not have student computers.**

The lack of technology readiness is reflected in student achievement. District 391 students score below the state average in both reading and math. Consequently, the district **did not meet AYP** in two areas including subgroups in math and reading. Our staff struggles to maintain high standards of instruction without the benefit of technology. KHS Language Arts Department has one overhead projector and one VHS/DVD player to share among 4 staff members. Writing skills suffer as student access to computers is limited. School personnel in other states have seen dramatic effects when technology directly impacts student achievement. For example, school personnel in Missouri saw this connection between technology and student achievement in over 6,000 students who took the Missouri Assessment Program (MAP) (Foltos).

Student Achievement

The LCD projector and student clickers will provide opportunities for language arts educators and students to use technology to conduct frequent progress monitoring to improve academic achievement. English Department staff recognizes that 9th through 12th grade students need focused instruction in language usage as demonstrated in ISAT scores. The use of

interactive student response systems or clickers, will give teachers immediate feedback as to what concepts require further instruction including skills in proper grammar and usage. Students will also be able to conduct self-reflection and peer-reflection as part of progress monitoring.

School Improvement

In the 2007-2008 Kellogg School Distrist #391 Strategic Plan for Improvement, the school board of Kellogg Joint School District identified that strengthening the technology readiness of our students is a critical issue. The Strategic plan also set goals for assessment, collaboration and continuous improvement. 3Rs will support each of these goals. Software programs purchased will make **assessment** instant and authentic by providing opportunities for tailored instruction in the areas identified by the assessment data. This will translate into **continuous improvement as measured on standardized tests**. 3Rs will also offer opportunities for **collaboration of students and staff**. Language Arts instructors currently utilize a variety of web-based vehicles to provide students with authentic and timely writing opportunities. Students in Honors English classes regularly post comments and journals to a classroom blog site which allows peer collaboration and alternative assessment of writing skills and literary analysis. 3Rs will provide this opportunity for discourse to all students, not just the advanced.

Project Extension/ Transformations

Due to the rural nature of our area, students are not exposed to relevant multi-cultural opportunities. 3Rlab will allow access to local, regional and national experts and information via the Internet. For example, when studying the Holocaust, students will blog with a survivor.

Other schools within the district will benefit from 3R as students can host blog sites and communicate with elementary, middle school students and students at the local private Christian Academy on collaborative units. This will foster authentic writing opportunities and build relationships. The teachers at the Christian Academy will be invited to join ½ day collaboration and training as well as 2 day training provided from the Idaho Technology Training Services.

In addition, the equipment and software will be utilized in other areas to enhance student achievement such as math and special education which did not make AYP in spring 2008. Most of the students who scored below basic are students currently receiving special services. These students are included in the regular English classrooms and will benefit through this technology because the increased practice time devoted to writing and web based learning environments will improve technology skills. Most of our students in special services are also economically disadvantaged. This lab will eliminate the barrier that economically disadvantaged students face because they have limited access to Internet capable computers during school hours which creates a technology readiness gap that inhibits the writing process.

Educational Need Narrative:

District Overview

Kellogg Joint School District serves a rural, socio-economic disadvantaged population in North Idaho's Silver Valley. As of the end of October 2008, the unemployment rate of the surrounding area is currently more than twice that of the state average. Shoshone County's rate is 11.2%, while the state average is 5.4% (Idaho Department of Labor); consequently, nearly half of the students live in poverty. In the 2007-2008 academic year, 48.19% of the district enrollment was eligible for free/reduced lunch.

Targeted Schools Data Sources

ISAT

Kellogg High School is currently on "Needs Improvement" 3rd year school improvement status for reading and 1st year school improvement for math category. Students at Kellogg High School are currently meeting AYP in reading and language arts, but fall below the state average in Language Usage for 10th graders taking the ISAT. Spring 2008 results revealed that 23.73% of 10th graders at Kellogg High School score Basic on the ISAT. The state average is 20.2%. Additionally, in 2007 16% of our students failed to score proficient on the Direct Writing Assessment.

Dropout Rate

Kellogg High School sustains a high dropout rate among high school students. Statistics show that more than 20% will fail to earn their diploma in a timely manner within the traditional high school setting.

College Preparedness

In 2007 data obtained from the ACT test reflected that Kellogg High School college bound students are scoring below the state average in the area of preparedness for College English Composition. The state average indicates that 71% of those tested score an 18 or better. Only 65% of KHS students reached this benchmark. Further data from Lewis-Clark State College indicates that 40.29% of students entering LCSC from Idaho schools need remediation.

DWA-ISAT Language Usage Scores

Language Arts Department staff at Kellogg High School has evaluated data relevant to student achievement on both the ISAT and the Direct Writing Assessment and found that the achievement gap is greatest in the area of language usage. Staff notes that students lack basic technology readiness in such applications as Microsoft Word, Excel and Powerpoint. When students do get time to work on writing in the media center, precious time is spent teaching these

basic skills instead of focusing on the writing process. 3Rlab will allow students 50% more time to practice these applications.

We believe that Kellogg High School students and teachers need greater access to technology to help them achieve academic goals. Specifically, students need tools to allow them to manipulate ideas and organization, and authentic writing opportunities. Graphic organizers help students understand the ideas behind what they are reading. This also helps students determine main ideas, themes, and lessons within the reading. This, in turn, improves student writing, especially essay writing, because it helps students organize main ideas while getting rid of non-essential ideas (The Graphic Organizer 2008).

Technology Survey:
KHS recently conducted a technology survey which aimed to identify how many students lacked computer access. The survey revealed that 27% do not have access to computers outside of school and 62% of all respondents felt that they do not have adequate opportunity to use school computers to complete assigned school work.

In addition to **zero student computers in classrooms**, teachers also do not have classroom printers. Teachers print directly to one of two networked printers in the teacher's work room. Students in Language Arts classrooms can print from the one printer accessible to students located in the media center/library.

LOCAL PROJECT DETAIL

Scope and Sequence

Goal #1: Technology **RELEVANCE** Acquire modern instructional technologies and increase student access to technology by 50%		
Objective	**Activities**	**Timeline**
Establish English Department ratio of student: computer 7:1 (Current ratio is 15:1)	Order hardware and software	March 2009
Goal #2: RIGOR: Improve academic achievement and student interest as measured by state standardized tests and semester grading reports.		
Non-proficient scores in Language Usage portion of ISAT will decrease by 5%	State Assessment Results	By Spring of 2010
Student Motivation/Engagement will increase as measured by a 5% reduction in failing grades.	Semester grade reports	Jan. 2010 and June 2010
Teacher implementation of Differentiated Learning Strategies	Teacher lesson plans; Teacher journals; Teacher Professional Growth Plans	Sept. 2009-June 2010
Goal #3: Create Collaborative **RELATIONSHIPS** and Professional Development that will advance abilities to use classroom technology to enhance instruction and manage assessments.		
Identify Team members, roles and responsibilities	Quarterly staff meeting	Feb. 2009
Teachers will plan and evaluate project goals and objectives	Minutes from quarterly dept. meetings	Feb. 2009 – Apr. 2010
Teachers will attend additional intensive training for utilizing technology for individualized instruction	Teacher attendance reports; teacher surveys	Feb. 2009-Oct. 2010
Build relationships with community members and other schools	Documented guest blogs/Collaborative unit participation	2009-2010 School Year

Technology Relevance:

The acquisition of hardware and Inspiration will increase computer-to-student ratios in all English classes. The current ratio of student to computer is 15:1; this ratio will become 7:1. The timeline gives a March 2009 deadline to purchase technology. Because of 3Rs technology purchases, students will receive timely feedback on their comprehension of class material by using CPS with instruction. CPS breaks up the traditional lecture by allowing the teacher to ask questions and get class feedback that can be stored and analyzed. When students do not understand a concept or lesson, the teacher knows this fact immediately and can change the

approach to the topic. This eliminates the lag time from teaching to assessment to scoring the assessment that resulted in lessons being re-taught several days later (eInstruction 2008).

Rigor:

By utilizing assessment tools such as ISAT scores, grade reports, and teacher lesson plans/professional growth plans, school teachers and administrators will obtain data that will illustrate improvement in academic achievement as outlined by the 3R Project.

Data collected in class with CPS can easily be uploaded to the accompanying CPS Online. This provides students and parents near real-time feedback on what took place in class that day. Students and parents can log on and see what happened in class, finding out where they succeeded and where they struggled (eInstruction 2008). Teachers will then use strategies acquired through professional development to differentiate instruction to better meet student needs based on this ongoing assessment. In addition, 3Rs web hosting software will provide students with authentic opportunities to share the writing process with peers. A recent study reaffirms when courses provide extensive, intellectually challenging writing activities, the NSSE report found, students engage in a variety of positive activities. They are more likely to analyze, synthesize and integrate ideas from various sources.

Building Relationships:

Upon receipt of the EETT grant, team members including: all language arts instructors, technology coordinators, maintenance personnel and school administrators, will meet to determine 3R roles and responsibilities. (See Table 1) At the first quarterly meeting, dates for professional development will be determined. The 3R Project will provide professional development opportunities for language arts teachers to receive training. This training will help team members train and mentor staff members from within our school and other district schools at our January 2010 in-service dates.

Team members will continue to set aside ½ day quarterly to evaluate project goals and objectives, collaborate with other staff/community members, and extend project initiative. The timeline for completion of outside training is November 2009.

To implement the 3R Project effectively, team members will participate in professional development that specifically addresses technology and individualized instruction in Language Arts. District technology staff currently offers computer based training opportunities each quarter and during in-service days. In October 2009, team members will receive additional training in using Smartboards, Clickers, and Inspiration from Idaho Technology Training Services.

Team members will attend the 2009 NCTE convention in Philadelphia on November 19-24. Ongoing professional development is identified as essential to help teachers learn how to use technology and provide meaningful instruction and activities using technology in the classroom (Ringstaff & Kelly, 2002). Furthermore, teachers need in-depth, sustained assistance not only in the use of the technology but in their efforts to integrate technology into the curriculum. (Kanaya & Light, 2005).

Team members will use technology, such as blogging, synchronous discussions, and digital storytelling, to build teacher-to-teacher, student-to-student, and school-to-community relationships. Service learning, research, essays, and mentoring are educational units currently taught in the Language Arts department where technology will be used to build relationships.

Budget Narrative

Hardware: Total=$35,780.00
Purchase of Hardware will total $35,780.00 (see attached spreadsheet). Each of the four Language Arts classrooms will be equipped with a Smartboard/LCD projector combination system and 3 Dell Optitex computers, each with an Extenda Virtual Terminal Kit. These kits allow one computer to support 3 additional terminals. This will in effect create a mini-computer lab in each of the Language Arts classrooms. Each classroom will allow 9 students to use web-based and internal applications. These computer pods require an additional purchase of 36 LCD monitors, 4VGA splitters, 4 VGA extension cables, 4USB cables, 25 1KB student mouse and 20 surge protectors. In addition, a HP networked laser printer will be purchased for each of the 4 language arts classrooms so that students can print from all applications.

Software: Total=$7,176.00
The total includes the purchase of Inspiration Software. This software helps students with the writing process. Students use the software to create visual organizers with pictures, symbols and text. With a click of the mouse the program converts the visual organizer into a working outline. This will help students transfer ideas into organized writing. $1500.00

Software upgrades and licensing will be purchased for the classroom pods. Necessary software includes: Microsoft Office Professional Licenses: $50 (x48) and Microsoft Windows CAL $2(x48). These licenses will allow students to utilize programs and practice technology skills with real-world typical applications such as Microsoft Word, Excel and PowerPoint. Antivirus protection will be necessary to keep the machines in each classroom operational and reduce the need for tech support. Antivirus license $10(x48) will cost $480.00

A subscription to Edublog.org for 3 years is $900/yr. for a total of $2700.00.

Administrative Costs: Total=$3000.00
Additional costs for accounting and other general administration would be about 200 hours or approximately $3000.00 in salaries and benefits.

Technology/Maintenance: Total =$1,500.00
This will pay for actual installation of equipment by the district maintenance department and installation of software by the district IT department. Approximately 30 hours at $50/hr. will cost $1,500.00

Professional Development and Collaboration:

Quality Professional Development

Quality professional development is also vital to ensure successful integration of technology into the classroom. All five Language Arts teachers will attend the National Council of Teachers of English in Philadelphia in November 2009. NCTE is the most prestigious professional organization of teachers of English. The conference consistently

attracts the foremost authorities in the instruction of reading and writing. The value of having all Language Arts instructors at the conference would be the volume of presentations we could attend. During the 3 day conference, each teacher would attend a different break-out session. Teachers would then instruct other team members on the instructional strategies that were presented.

NCTE Convention in Philadelphia—November 2009: Total=$7680.00

Airfare (5 people)--$2,500.00
Accommodations (5 people—3 nights)--$1680.00
Shuttle/Parking Expenses (5 people) $250.00
Registration (based on 2008 rates of $305/person) $1,525.00
Per Diem--$600.00
Substitutes (5 teachers/3 days @ $75.00)-- $1,125.00

Mandatory Boise Evaluation: Total= $934.00

Due to the rural local, experience has proven that traveling by air is the most cost effective travel option from the Silver Valley. Evaluation Workshop in Boise- Flight, Per Diem, airport parking, shuttle and hotel costs for 2 people will cost approximately $634.00 for the one day workshop. Substitutes for 2 attending workshop cost approximately $300.00.

Idaho Technology Training Services: May of 2008—Total=$4,000.00

Cost of Instruction for 2 hour days -$1200.00
Travel expenses (including air fare and car rental) -$300.00
Professional development credits from ISU- $250.00
Honorarium- $1500.00
Substitutes- 5 subs for 2 full days - $750.00

Site visits to area schools: Total=$1,210.00

Teachers would collaborate with North Idaho and Eastern Washington teachers currently using Smartboards, web-based writing environments, student response systems etc. 2 days substitutes for 5 teachers. $750.00; Mileage $160.00; Per diem $300.00.

KSD #391 IT lead Training: Total= **$1,150.00**

Kellogg School District IT Department personnel will set aside 2 ½ days to answer questions and provide additional training on Smartboards and Student Response Systems. 8 hours at $50.00/hr will cost $400.00. Substitutes for these trainings will cost $35.00/hr for 5 subs for 2 days. The Total cost for KHS IT instruction will be $750.00.

Quarterly Collaboration

Quarterly collaboration and training is essential to the successful integration of the technology into the classroom, therefore ½ day of collaboration and additional training each quarter will be share successes and failures of lessons as well as receive additional training from in IT trainer at in-service training. 6 half days for 5 teachers at $35.00/hr will cost $1,050. . Meeting materials for the 6 meetings will cost $300.00.

Sustainability

District #391 spends $400,000.00 annually to maintain and upgrade technology. In an effort to improve student achievement, decreasing student to computer ratio is a primary goal of the Kellogg School District Technology Department. R3 would in effect more than double the number of computers available for student use. The school board has identified the technology readiness as a critical issue in consideration of meeting board goals for continued district-wide improvement. Our community consistently supports educational efforts in the district. In the past three years patrons have supported a facilities bond to upgrade energy efficiency throughout the district as well as a two-year school levy to supplement state funds. Kellogg High School English Department Staff is committed to exploring other private and public funding options to expand the capabilities of R3. Kellogg School District Technology staff is encouraged by the minimal number of computers needed to expand student capabilities to this level. The relatively low cost of hardware ensures that the district will be able to upgrade computers on the 5 year plan that is currently the standard within the district.

Teaching With the 3Rs

KELLOGG SCHOOL DISTRICT #391

Hardware:	**Each**	**Total**	**Group Subtl.**
SMART Board 600i w/ Projector (X4):	$3,000.00	$12,000.00	
VGA Splitter: $15 (X 4)	$15.00	$60.00	
VGA Extension Cable: $70 (X 4)	$70.00	$280.00	
USB Extension Cable: $20 (X 4)	$20.00	$80.00	
1 Set of Clickers (eInstruction System): $1820	$1,820.00	$1,820.00	
1 Dell Optiplex Computer: $800 (X 12)	$800.00	$9,600.00	
1 Xtenda X300 Kit: $200 (X 12)	$200.00	$2,400.00	
LCD Monitor: $150 (X 36)	$15.00	$5,400.00	
1 KB/Mouse : $25 (X 36)	$25.00	$900.00	
Surge Protector: $20 (X 12)	$20.00	$240.00	
Laser printers (HP Networked): $750 (X4)	$750.00	$3,000.00	$35,780.00
Software			
Microsoft Office Professional Licenses: $50 (X 48)	$50.00	$2,400.00	
Microsoft Windows CAL: $2 (X 48)	$2.00	$96.00	
Anti Virus License: $10 (X 48)	$10.00	$480.00	
Inspiration Software	$1,500.00	$1,500.00	
EduBlog Blog Hosting Software (3yrs.)	$900.00	$2,700.00	$7,176.00
Administrative	$3,000.00	$3,000.00	$3,000.00
Tech/Maint. Dept. Install Hardware and Software	$1,500.00	$1,500.00	$1,500.00
Professional Development			
NCTE Convention in Philadelphia—Nov. 2009:	see narrative	$7,680.00	
Boise Evaluation		$934.00	
Idaho Technology Training Services		$4,000.00	
Area Site Visits and Collaboration		$1,210.00	
IT instruction / KSD IT personnel (8hrs @$50.00)	$50.00	$400.00	
Quarterly meeting subs (6 1/2 days x $35 x 5)	$35.00	$1,050.00	
subs 2 -1/2 day software training (2 x 5 x $35.00)	$35.00	$350.00	
Meeting Supplies X 6 qtr. Meetings	$50.00	$300.00	$15,924.00
	GRANT TOTAL	**$63,380.00**	**~~$63,380.00~~**